

State Plan for Students with Visual Impairments (VI)

The Texas State Plan for Students with Visual Impairments (State VI Plan), developed with the assistance of the State VI Plan Advisory Committee and additional state-level stakeholders, is intended to be a tool for use in identifying needs, setting priorities and guiding the development and provision of services for students with visual impairments and deaf-blindness. The State VI Plan contains measurable indicators consistent with prioritized results and aligned with [Texas Education Code \(TEC\) § 30.002](#). To the extent possible, the State VI Plan is aligned with the [Texas Performance Plan \(SPP\)/Annual Performance Report \(APR\)](#).

The TEC § 30.002 requires the Texas Education Agency (TEA) to develop “a comprehensive statewide plan for the education of children with visual impairments who are under 21 years of age”. This state law requires the agency to develop a statewide plan that addresses: diagnosis and evaluation of students with visual impairments, education programs for students with visual impairments and the provision of educational services to children with visual impairments in their home communities whenever possible.

The Individuals with Disabilities Education Act of 2004 (IDEA 2004), [Section 616\(b\)](#), requires each state to develop a six-year performance plan. This State Performance Plan (SPP) evaluates the State’s efforts to implement the requirements and purposes of IDEA 2004 and illustrates how the State will continuously improve upon this implementation. The State VI Plan includes the following SPP Indicators: Indicator 7, relating to preschool children; Indicator 12, relating to early childhood transition; Indicator 13, relating to secondary transition; and Indicator 14, relating to post school outcomes.

The plan is intended to promote continuous improvement of services for students with visual impairments and is guided by the use of data in decision-making. The plan is dynamic, and serves a blueprint for future efforts. It will be reviewed annually in order to ensure improved services for students with visual impairments.

RESULT 1

Children with visual impairments have the skills to successfully transition to school at age 3

Indicators

3.1 Percent of pre-school children with VI demonstrate:

- Improved social-emotional skills as determined by Early Childhood Intervention (ECI) criteria.
- Acquisition and use of knowledge and skills in alignment with ECI criteria.
- Use of appropriate behaviors according to ECI measurement and criteria.

3.2 Children with VI are served prior to the age of 12 months.

RESULT 2

Informed and responsive school administrators/administration on issues regarding students with VI

Indicator

1.1 Percentage of administrators who use an evaluation tool recommended by Education Services Centers (ESCs) in evaluating professionals, service loads, and service delivery.

RESULT 3

Students with VI will perform at a comparable level to their classmates on statewide assessments

Indicators

2.1 Participation rate of professionals working with students with VI (VI professionals) in initial development of statewide assessment test items and tactile graphics.

2.2 Percentage of students with VI participating and passing The Texas Assessment of Knowledge and Skills (TAKS), The

Texas Assessment of Knowledge and Skills Accommodated (TAKS-Acc.) The Texas Assessment of Knowledge and Skills Modified (TAKS-M), and The Texas Assessment of Knowledge and Skills Alternative (TAKS-Alt.) in Reading and Math at their instructional level.

RESULT 4

Evaluation of students with VI leads to success in the general core curriculum (CC) and expanded core curriculum (ECC)

Indicators

4.1 Percentage of students with VI qualifying for orientation and mobility services.

4.2 Percentage of evaluators trained in VI evaluation strategies.

RESULT 5

Students with VI will receive instruction in the general core curriculum (CC) and expanded core curriculum (ECC) as identified by specific individualized educational program (IEP) goals

Indicators

5.1 Percentage of students who receive necessary instruction in the ECC.

5.2 Percentage of students with VI graduating from high school with non-modified general curriculum.

RESULT 6

Parents, VI specific professionals, and educational team members have knowledge of students with VI, deaf/blindness, and multiple disabilities

Indicator

6.1 VI professional development participation rate. Percentage of attendees from:

- Related services
- Paraprofessionals
- Teachers of students with visual impairments (TVIs)
- General Ed./Sp. Ed. teachers
- Administrators
- Assessment personnel
- Parents

Result 7

Students with VI have access to professionals and paraprofessionals trained to work with students with visual impairments and students with VI needing auditory impairments (AI) services have access to appropriate professionals and paraprofessionals.

Indicators

7.1 Percentage of professionals who have completed State Board of Education (SBOE) approved preparation programs.

7.2 Percentage of low vision and legally blind students with AI instructional involvement.

Result 8

Students with VI will have developed and implemented transition services.

Indicators

8.1 Percentage of students age 14 and up with measurable post-secondary goals in place. (SPP Indicator 13).

8.2 Percentage of parents of a child receiving transition services who report the school facilitated parent involvement.

8.3 Percentage of students receiving necessary instruction in the ECC.

8.4 Percentage of VI professionals participating in transition services.

8.4 Percentage of students receiving transition services that include linkage with appropriate agencies.

8.6 Percentage of students with a completed summary of performance (SOP) at graduation.

8.7 Percentage of students, who had IEPs, are no longer in secondary school and who have become competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. (SPP Indicator 14).